

**THE USE OF COMMUNICATIVE LANGUAGE TEACHING  
METHOD IN TEACHING SPEAKING  
FOR THE TENTH GRADE STUDENTS OF MAN 2 BREBES  
IN THE ACADEMIC YEAR OF 2022/2023**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto  
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Degree**

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IN TEACHING SPEAKING FOR THE TENTH GRADE STUDENTS  
OF MAN 2 BREBES IN THE ACADEMIC YEAR OF 2022/2023**

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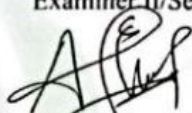
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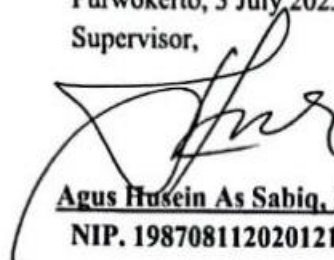
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## **MOTTO**

*“if you don’t go after what you want, you’ll never have it. And if you don’t ask, the answer is always no. also if you don’t step forward, you’re always in the same place.”*

**-Nora Roberts-**



## **DEDICATION**

*I dedicated this study to my beloved parents, my father (Alm. Said) and my mother (Dasri) two of the greatest people in my life who always support me in every situation.*

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Finally, this thesis was hoped to be able to provide useful knowledge and information for the readers although the writer realized that this thesis has weaknesses and still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purwokerto, July 3, 2023



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**THE USE OF COMMUNICATIVE LANGUAGE TEACHING METHOD  
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**ABSTRACT**

The communicative language teaching (CLT) method is a language learning method which main objective is to emphasize communication. This research aimed to describe how the implementation of Communicative Language Teaching (CLT) method in teaching speaking at MAN 2 Brebes and to analyze students' responses on the use of Communicative Language Teaching method in teaching speaking. This research used mixed method to answer the research questions. The subjects of this study were an English teacher and students of class X MIPA 1, which consisted of 27 students. The methods used to collect this data are observation, interviews, documentation, and questionnaires. Observations and interviews were conducted in order to collect data on teaching speaking through four activities (classroom interaction, conversation, role play, and presentation). The questionnaire data were analyzed by likert scale and category classification. The study results were that the teacher used the Communicative Language Teaching (CLT) method in teaching speaking according to Richards. The types of activities used were information gathering activities, opinion-sharing activities, information transfer activities and role play activities. For students' responses to the CLT method, they have a fairly perception with a result of 54.55. The lift means that the student's response is neither positive nor negative but is fairly. So the conclusion is that the implementation of the CLT method and its four practices contribute to encourage students' speaking skills in learning to speak at MAN 2 Brebes.

**Keywords:** *Communicative Language Teaching Method, Teaching Speaking, Students' Responses.*

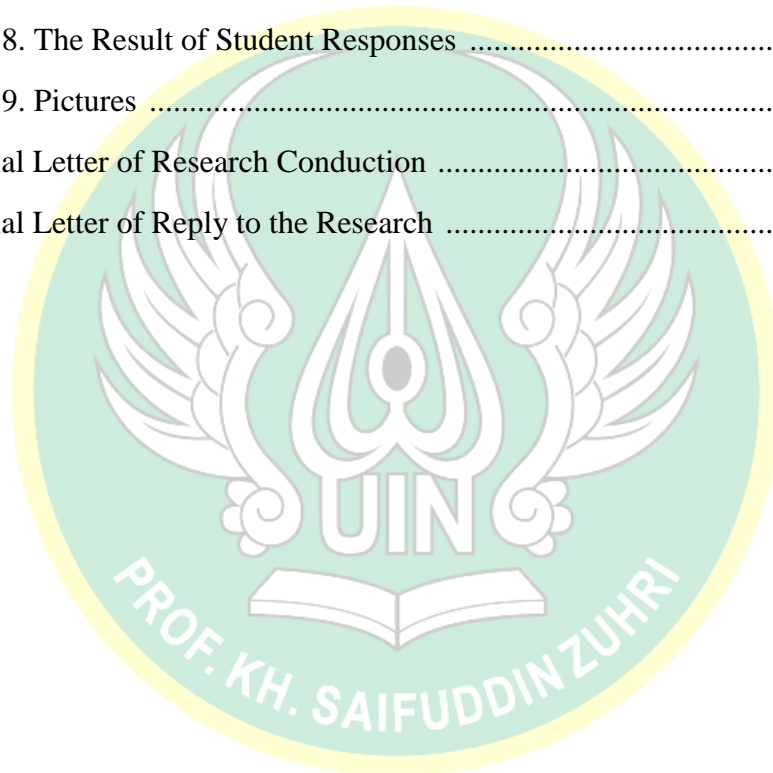
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Communicative language teaching (CLT) has been used as a new alternative to the traditional approach to learning English. Richards (2001) said that CLT is a communicative approach that has the goal of developing students' communicative competence. This approach aims to assist students in interacting in various social situations. Based on research that has been conducted in Indonesia regarding this approach, implementing CLT is never easy and encounters many obstacles. Both teachers and students mostly find challenges in terms of teaching models, teaching materials, student participation, and class size. Research conducted by Rahmawati (2019) revealed that teachers have several problems, such as low student motivation, the role of the teacher, class size, teacher income, and the availability of English materials. Therefore, it is necessary to carry out further research in order to minimize the problems that occur around the CLT.

In speaking classes, ideally high school students can know how to say words in English, learn how to describe things, introduce themselves fluently, and dialogue about expressions of likes and dislikes using English. But in reality, in teaching, teachers and students encounter many problems. Many students have difficulty communicating in the target language. This is due to a lack of motivation in learning English, poor learning resources, and limited time for practice. The challenges faced by teachers to optimize language learning, such as differences in student characteristics, a lack of experience by teachers in using media, limited lesson time, and overcrowded classes. According to Badriah (2019), overcrowded classes are widely known as one of the difficulties in teaching English. As a result, the teacher will find new problems, and most of the students will have low proficiency in understanding English.

Based on preliminary research, the researcher has observed other schools regarding the use of the CLT method. The result is that many schools do not apply the CLT method. In addition, interviews with an English teacher were conducted on 19 May 2023. The teacher said that in teaching speaking, he applied a mix method and one of them used the CLT method. He also mentioned that most students, especially in class X, still experienced difficulties in expressing their opinions, feelings, and experiences orally. Other problems found include: (1) students look very passive in class; (2) students seem not motivated to express opinions; and (3) students lose confidence to speak in front of the class. To overcome this problem, an English teacher at MAN 2 Brebes, uses the Communicative Language Teaching (CLT) approach to improve students' speaking skills in class. He said that he had applied the Communicative Language Teaching (CLT) approach for about 2 years, and the results in the process of learning to speak were quite good.

Several studies have found that learning activities using the Communicative Language Teaching method can increase students' enthusiasm and confidence in speaking classes. Martono (2021) concluded that the activities they do with CLT method can help students to be active in speaking class. Students are able to use English inside and outside the classroom. On the other hand, Komol, et al. (2020) also confirmed that students found CLT class activities useful as a complement to in-class instruction. Students agree that this method can increase their confidence in speaking English. In conclusion, they argue that by applying an appropriate and interesting approach, the teaching and learning process will run well and teaching and learning objectives will be more easily achieved.

According Toro et al (2019) state that the primary methods teachers employ to assist students in acquiring communicative competence are modeling, repetition, pairing, and group work. Hidayatulloh (2019) defines that students experience an increase in students speaking skills

after using the Communicative Language Teaching (CLT) method, students' skills in speaking English are better than before and students can participate more actively in the learning process by using this method.

From the explanation above, the researcher became interested in describing the process of implementing the communicative language teaching (CLT) method in the process of learning English at MAN 2 Brebes. The researcher wanted to observe how the teacher implements this approach in the classroom. Researcher also wanted to observe how students respond and what situations occur when learning takes place, whether learning takes place actively or not. Therefore, the researcher conducted a study entitled "The Use of Communicative Language Teaching Method in Teaching Speaking for the Tenth Grade Students of MAN 2 Brebes in the Academic Year of 2022-2023."

## **B. Conceptual Definition**

The purpose of this operational definition is to focus on the study of the topic before further analysis is carried out and to reduce the possibility of misunderstanding in the discussion of research difficulties, the operational definition is as follows:

### **1. Speaking**

There are many definitions of the word "speaking" that have been put forward by researchers in language learning. Speaking as an interactive process of making meaning that includes producing, receiving, and processing information (Brown 1994; Burns & Joyce 1997). Nunan (1995) defines speaking as saying words orally, communicating, such as speaking, making requests, and making speeches. Chaney (1998) also argues that speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols in various speaking contexts. In addition, Harmer (2007) argues that speaking is a person's way of creating social relationships as a human being, which is considered an important skill

in everyday life. Based on the concept above, the writer tries to conclude it. Speaking is the process of constructing and sharing meaning to express or suggest ideas, opinions, and feelings through verbal and nonverbal means.

## **2. Communicative Language Teaching**

In learning English, one of the approaches used by the teacher in teaching speaking is communicative teaching. Larsen-Freeman (2000) argues that communicative language teaching is an approach that emphasizes the acquisition of vocabulary and linguistic structures. The aim of language teaching is to develop communicative competence (Richard and Rodger, 1999, p. 69). According to Harmer, the focus of communicative language teaching is on communicative activities and the use of language as a means of communication.

Another explanation about communicative language teaching is given by Jeyasala (2014). He asserts that teachers should encourage students' communicative competence over time, and apart from their limitations to use language fluently and accurately, teachers should give them space to interact with others or immerse them in speaking activities that enhance their ability to speak using language. Based on some of the concepts above, the author synthesizes them. Communicative teaching is a method that can help students be more active in real-life situations through individual, pair, or group activities.

### **C. Research Questions**

Based on the background above, the problem that can be formulated in this research:

1. What are the factors that motivate the teacher in implementing the Communicative language teaching method in teaching speaking at MAN 2 Brebes?
2. How does the teacher use the Communicative Language Teaching method in teaching speaking at MAN 2 Brebes?

3. How are the students' responses on the use of communicative language teaching method?

#### **D. Objective and Significances of the Research**

##### **1. The aims of the Study**

- a. To describe the factors that motivate the teacher in implementing Communicative language teaching method in teaching speaking.
- b. To describe the implementation of Communicative Language Teaching and analyze how teacher implements communicative language teaching method in teaching speaking.
- c. To analyze students' responses to the implementation of learning when the teacher uses the communicative language teaching method in learning speaking.

##### **2. The significance of the research:**

- a. For teacher

The teacher able to significance in teaching and learning, especially teaching speaking. The teacher should be more creative in applying learning strategies such as communicative language teaching. It can help students to improve speaking skills.

- b. For students

Students can find out which learning approach is more interesting and easier to use for learning speaking. With the learning approach they like, the material presented by the teacher will be easily absorbed by students.

- c. For researchers

Researchers really hope that the results of this study can help researchers improve students' speaking skills by using the communicative language teaching method. That way, the researcher will know how to teach speaking effectively to students.

## **E. Systematic Discussion**

### **1. Chapter I – Introduction**

In this chapter, the researcher has presented the research background, operational definition, the formulation of the problem, the purpose and significant of the research. The researcher explained the classification of the primary terms and the organization of the work at the end of this chapter.

### **2. Chapter II - Literature Review**

In this chapter, the researcher has presented the review of literature describing the research that has focused on the problem it's almost the same but remains different. And the explanation of the theory based on the titled like as Speaking skills, Communicative language teaching.

### **3. Chapter III – Research Methodology**

In this chapter, the researcher has presented data related to the research design that has been carried out, data sources, data collection techniques, and data analysis techniques. In this stage, the researcher analyzes the data that has been obtained.

### **4. Chapter IV – Findings and Discussion**

In this chapter, the researcher has presented data on the results and findings of this study from observations made in class X MIPA I and MAN 2 Brebes. Besides that, in this chapter, the researcher also presented the results of in-depth interviews with the English teacher in class. Results and findings were organized according to a predetermined theme.

### **5. Chapter V – Conclusion and Suggestion**

Discuss the key findings from the previous chapters, compare those findings, and provide the conclusions of the entire study in relation to the research questions. Several suggestions are made in this chapter with the hope that the Communicative Language Teaching method for learning English would be further improved at MAN 2 Brebes.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is an interactive process of meaning-making that involves creating, receiving, and processing information. (Brown 1994; Burns & Joyce 1997). Nunan (1995) defines speaking as verbal communication, including speaking, requesting things, and delivering speeches. Chaney (1998) also argues that speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols in various speaking contexts. In addition, Harmer (2007) argues that speaking is a person's way of creating social relationships as a human being, which is considered an important skill in everyday life.

Speaking is a productive skill that can be observed directly and empirically, this observation is always marked by the accuracy and effectiveness of the test takers' listening skills (Brown, 2003). In another definition, Cameron in Wahyudi (2013) defines that speaking is the active expression of meaning through language for the purpose of understanding by others. Based on the concept above, the writer tries to conclude it. Speaking is a process of constructing and sharing meaning to express or suggest ideas, opinions, and feelings through verbal and nonverbal use.

##### **2. Type of Speaking**

According to Brown (2004), there are five basic types of speaking that take place in classroom: (1) Imitation is the ability to imitate words, phrases, and sentences; (2) Intensive is the ability to produce short stretches of spoken language. (3) Responsive includes the ability to conduct short conversations. (4) Interactive, namely the ability to speak at length or be interactive with other speakers. (5)

Extensive is the oral production task, which includes presentations, storytelling, and speeches.

Vilagran (2008) also mentions that there are three types of speaking: interactive speaking, partially interactive speaking, and non-interactive speaking. Vilagran then clarifies each of these types: Interactive Speaking: in face-to-face interactions or telephone calls, we take turns listening and speaking and have the opportunity to ask for clarification, repetition, or a speech breaker from our interlocutor. Partially Interactive Speaking: When delivering a speech in front of a live audience, where it is customary for them to remain silent, the speaker gauges their comprehension by looking at their expressions. Non-interactive speaking: when recording speeches for radio broadcasts, performing plays, reciting poetry, or singing (Vilagran 2008).

### **3. Assessment of speaking skills**

The aspects assessed in the assessment of speaking skills are generally divided into two categories: linguistic and non-linguistic. According to Saddhono & Slamet (2012), linguistic aspects include speech or pronunciation, word pressure, tone and rhythm, joints, vocabulary or expressions, and sentence structure. Non-linguistic aspects include fluency, mastery of material, courage, relief, enthusiasm, and attitude.

According to Brown (2004), a few speaking components scoring include: (1) Pronunciation is a way of pronouncing syllables, words, and phrases related to sound production and placement of stress, and intonation. (2) Grammar is a system of rules governing conventional arrangement and word relations in a series. (3) Vocabulary defined as “words” in a foreign language is considered as the building blocks on which knowledge of a second language can be built. (4) Fluency is a smooth flow of speech with the use of rhetorical devices to mark discourse patterns. (5) Understanding is defined as subject matter or as knowledge of what a situation is actually like.

In addition, Brooks in Tarigan (2008) states that in principle, in evaluating a person's speaking skills, one must pay attention to five factors, namely: 1) the accuracy of pronouncing individual sounds (vocals and consonants); 2) patterns of intonation and syllable stress; 3) determination; 4) accuracy of form and sequence of spoken words; and 5) fluency.

#### **4. Teaching Speaking**

##### **a. Definition of Teaching Speaking**

Speaking is a skill that must be regularly exercised in order to improve. Therefore, without training, it is impossible to perfect speaking effectively. If you consistently practice, you will undoubtedly improve your speaking abilities. On the other hand, your speaking abilities will be further from mastery if you practice speaking while feeling self-conscious, uncertain, or fearful of being incorrect. The ability to speak Indonesian fluently is a language skill that must be achieved because it is a key sign of success in language acquisition. Students who have effective speaking abilities can express their views both inside and outside of the classroom, fostering positive relationships with others.

Effective teachers, in accordance with Bahrani (2012), instruct students in speaking techniques include employing minimal responses, identifying scripts, and talking about language that they can use. employ to bolster their language proficiency and self-assurance. Teachers help pupils learn how to speak so they may use speech to learn. Speaking instruction need to be entertaining and interesting. Consequently, the instructor is choosing the approach that will best encourage students' engagement in the because learning English without speaking it is impossible, learning the speaking process pointless.

In teaching speaking, teachers can use a variety of techniques to get students to speak during speaking class.

According to Harmer (2007), there are three reasons to get students talking in class:

- 1) Speaking activities in class provide opportunities to practice speaking in real life.
- 2) Speaking assignments are students who try to use several languages they know and are given feedback. It is used to determine how well the language is spoken and how experienced problems are with the language.
- 3) In speaking, students have the opportunity to activate the language elements they have stored in their minds. So automatically, without realizing it, they can use words and phrases fluently.

#### **b. Principles of Teaching Speaking**

Brown (2001) stated that proposes seven principles in designing teaching speaking to help teachers to conduct the speaking class.

- 1) Meaning and fluency are two strategies that are utilized to address the breadth of learners' demands, from the language-based focus on accuracy to the message-based focus on interaction.
- 2) Provide interesting learning techniques.
- 3) Encourage the use of language in a meaningful context
- 4) Giving appropriate feedback and correction.
- 5) Both of speaking and listening should be used.
- 6) Opportunities to communicate must be given to students.
- 7) Speaking development strategies must be encouraged.

Hammer (2001:102) also stated that there are six principles of teaching speaking as follows:

- 1) Help students overcome their initial reluctance to speak. Be a motivator: provide opportunities; start with something simple.
- 2) Ask students to talk about why they want to talk about.
- 3) Ask the students to talk about what they are able to talk about.
- 4) Provide appropriate feedback.
- 5) Combine speaking with listening and reading.
- 6) Incorporate the teaching of speech acts in speaking.

## **B. Communicative Language Teaching (CLT)**

### **1. Definition of Communicative Language Teaching (CLT)**

In learning English, one of the method used by the teacher in teaching speaking is communicative teaching. Larsen-Freeman (2000) argues that communicative language teaching is a method that emphasizes the acquisition of vocabulary and linguistic structures. The aim of language teaching is to develop communicative competence (Richard and Rodger, 1999). According to Harmer, the use of language for communication and communicative activities are the main goals of communicative language teaching.

Regarding communication, Brown (2000) states that communication may occur in the classroom if: (1) most of the students work in pairs or groups so that they can share information, opinions, and ideas with their friends; and (2) they provide original language input in real-life contexts. To learn a language, students must listen to native speakers using it; (3) Students are urged to use meaningful language while communicating ideas; and (4) class assignments are carried out to prepare students so they can use language outside the classroom. Teachers prepare students should be able to talk both in and out of the classroom.

Another explanation about communicative teaching was put forward by Moss and Ross-Feldman (2003), who stated that students can develop speaking and listening skills through communicative activities. This is because they can find more information so they can express ideas about themselves. Real communicative settings must be presented to students in order to encourage them to speak English more naturally. Students can communicate their sentiments, offer actual information, and learn about the culture of the target language in this way.

In line with the opinion of Moss and Ross-Feldman, Jeyasala (2014) suggests that teachers should encourage students' communicative competence from time to time, and regardless of their limitations in using language fluently and accurately, teachers should give them space to interact with other people or convince them in speaking assignments so as to assist them in using the target language. Based on some of the concepts above, the writer synthesizes them. Communicative teaching is a method that can help students become more active in real-life situations through individual, pair, or group activities.

## **2. Characteristic of CLT**

CLT is a popular method for teaching both second and foreign languages. Brown (1994) says that CLT produces a radical change from traditional structured teaching method. In applying CLT, teachers act as givers of knowledge and students as recipients of it. This method can also make teachers and students have a good relationship because it prioritizes communication in the implementation of learning. In the CLT learning process, the teacher will facilitate whatever is needed during the learning process. This is in line with the opinion of Larsen-Freeman (2000), who says that the teacher is a communicator who carries out communicative activities with students.



Richards & Rodgers (1986) stated that there are some characteristics of CLT:

- a. The main focus of CLT is students. The teacher only serves as a facilitator who helps students become autonomous.
- b. The goal of CLT is to assist students in developing communicative competence so that they can use language appropriately.
- c. The syllabus emphasizes the functional use of language. The syllabus is based on authentic ingredient. The assignments given to students have a purpose and meaning.
- d. Communicative activities enable learners to achieve the communicative goals of curriculum, engage students in communication, and require such communicative use as a process of sharing information, negotiating meaning, and interacting.

### **3. Activities of CLT Method**

It is important to carry out communicative activities to stimulate communication between students in the English class, and these activities must be carried out from the easy to the more complex based on the level of the students. Abe (2013) claims that activities that are useful in applying the CLT method are individual development activities, group activities, discussions, and presentations. When students are set to work in pairs or groups, they have many opportunities to improve their speaking skills. They usually feel more confident and free to express their ideas without fear of making mistakes (Sakarkaya, 2013).

According to Oradee (2012), information gaps, jigsaw puzzles, problem-solving, and role-playing are a few examples of communication activities that might help students get better at communicating. Hedge (2008) also stated that free discussion and role playing are activities that are considered better for improving student learning abilities, especially oral production. Role-playing activities cannot be separated from the responsibility of the teacher. In this case,

the teacher must be able to guide from the beginning to the end of its application because, in the application of CLT, the teacher acts as a facilitator and participant. For every activity that students do, the teacher must provide continuous feedback to them (Banciu & Jireghie, 2012).

Richards (2006) suggests that the types of activities in CLT are as follows:

- a. Assignment completion activities: these activities can take the form of puzzles, games, map reading, and other types of class assignments that focus on using one's language resources to complete the task.
- b. Information gathering activities: students conduct surveys, interviews, and searches in which they are asked to use their linguistic sources to gather information.
- c. Opinion-sharing activities: activities in which students compare values, opinions, and beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or partner.
- d. Information transfer activities: this requires students to take information presented in one form and represent it in a different form. For example, they might read instructions on how to get from A to B and then draw a map showing the order, or they might read information about a subject and then plot it as a graph.
- e. Reasoning gap activity: this activity involves obtaining some information from the information provided through the process of inference, practical reasoning, etc. For example, compiling a teacher's schedule based on a given class schedule
- f. Role playing: activities in which students are given roles and improvise scenes or exchanges based on the information or clues given.

#### 4. The Advantages and Disadvantages of CLT

##### a. The Advantages of CLT

According to WU (2009), CLT plays a significant role in enhancing students' learning strategy abilities and fostering conscious communication to broaden their vocabulary. As a result, speaking, reading, and writing abilities as well as communicative abilities will improve.

Harmer (1988) and Savignon (2002) state that the CLT method has several significant advantages for both teachers and students learning progress. These advantages include:

- 1) The CLT method becomes student-centered and situation-oriented, unlike the Grammar-Translation Method and the Direct Method (Baugh, 1993; Emerson, 1971; Howat & Widowson, 2004). The situation here means that students are able to practice speaking in all situations, which can increase their knowledge of language use and communication skills.
- 2) Can foster interaction among teachers, students, and peers. Peer-teacher relationships are carefully considered and significantly improved (Savignon, 2002). The use of this CLT method allows teachers and students to convince each other of the innovative nature of their traditional teaching and learning methods.
- 3) The CLT method can increase students' interest in teaching and learning as a whole.

##### b. The disadvantages of using CLT

According to Febriani (2019), the learning process for students needs to be planned in advance by teachers based on their degree of aptitude in the classroom. This is because pronunciation consistently ranks highly among speaking outcomes, and CLT application is discovered in vocabulary study. Other restrictions include experiencing anxiety, restlessness, and self-doubt.

The application of CLT in learning faces various obstacles that need to be discussed to find solutions. As a normal phenomenon, new methods often encounter difficulties and challenges. First, many teachers know the effectiveness of CLT, but many of them don't know how to utilize it properly in the classroom (Dos Santos, 2016; 2017). Furthermore, Tomlimson (2001) also added more evidence stating that CLT dominates the material. He explained that this was due to the fact that not all textbook content was designed for CLT. For the CLT method to be implemented well, teachers who wish to apply it still need more additional content outside of textbooks.

Dos Santos (2020) declared that the disadvantages of Communicative Language Teaching (CLT), such as:

- 1) Lack of proficiency
- 2) Many students prefer to feel that traditional teaching and learning strategies (e.g. direct method and teacher-centered) are the only effective ones due to the diversity of viewpoints and social and cultural backgrounds.
- 3) The implementation of the CLT method may also be influenced by the demands and pressures of conventional examination guidelines. Due to the demands of this exam, students might not be motivated to take part in additional communicative training.
- 4) Because of their social and cultural origins and perspectives, some learner groups may be subject to constraints while using the CLT method.
- 5) The results and performances of the CLT method are substantially influenced by the size of the classroom and the number of students enrolled in each particular classroom.
- 6) Psycho-linguists and social-linguists advocate that regardless of the age, gender, nationality or background of language learners,

awareness of grammar acquisition and understanding of the language grammar, both systematic and progressive, is that it would be carried out in a certain order (Vygotsky, 1978, 1981).

### **C. Review of the Relevant Studies**

The researcher used several theses and previous publications as reference material in making this thesis. As a result, the researcher has summarized the previous studies that already exist as a theoretical basis, then made a comparison of the two learning models that have been carried out, and references when discussing this issue. There are several scientific works related to the topics studied by researchers, including:

The first research conducted by Martono (2021) entitled "The Implementation of Communicative Language Teaching (CLT) in KMI Gontor Boarding School: Teachers' beliefs and Practices". He concluded that the activities they do with the CLT method can help students to be active in speaking English. Students become more courageous in speaking English, students are able to use English inside and outside the classroom and can take part in public speaking contests.

The second research conducted by Fu'adiyah (2021) entitled "The Effect of Using Communicative Language Teaching (CLT) on Students' Speaking Ability at SMA IT Bangkinang". Data analysis revealed that while students taught before utilizing Communicative Language Teaching (CLT) had a mean score of 64.40, those taught after using CLT had a mean score of 75.95. She came to the conclusion that there were notable changes between the eleventh grade students at SMA IT Bangkinang before and after Communicative Language Teaching was implemented.

The third research conducted by Komol and Suwanphathama (2020) entitled "Students' Perceptions and Attitudes Toward the Use of Communicative Language Teaching (CLT) to Improve English Listening and Speaking Skills". The results showed that students found CLT class

activities useful as a complement to in-class instruction. Students agree that this method can increase their confidence in speaking English.

The fourth research conducted by Toro et al (2019) entitled "Use of Communicative Language Teaching Approach to Improve Students' Oral Skills", The findings of this study showed that the primary methods teachers employ to assist students in acquiring communicative competence are modeling, repetition, pairing, and group work. These strategies that are often used but still not sufficient to encourage active involvement in class.

The fifth research conducted by Hidayatulloh (2019) entitled "The Effectiveness of Communicative Language Teaching (CLT) Mediated by Photograph on Students Speaking Skills (A study at the ADZ-Dzakia English Club of MAN Nganjuk in the Academic Year of 2018/2019)". The results of this study are that students experience an increase in students speaking skills after using the Communicative Language Teaching (CLT) method, students' skills in speaking English are better than before and students can participate more actively in the learning process by using this method.

Based on the results of previous studies, the similarity between previous studies and this research lies in the use of the Communicative Language Teaching method for teaching speaking. While the differences between previous research and this research are as follows:

1. The research approaches used in previous research are experimental research, mix method, and quasi-experimental design. While the research approach used in this study is a descriptive-quantitative approach.
2. The focus of previous research was to find out the effect of the Communicative Language Teaching approach on learning speaking, while in this study, the focus of the research is on describing how a teacher implements the Communicative Language Teaching method in teaching speaking.



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

The purpose of this study was to describe how the teacher apply communicative language teaching (CLT) method in speaking classes. This study used a mixed method to answer the research questions. A Qualitative approach is used to describe how the teacher implements the CLT method in teaching speaking and what is the teacher's motivation for implementing it. Beside the researcher also used descriptive-quantitative research to analyze students' responses to the implementation of learning when the teacher uses the CLT method. The researcher used this approach because the researcher has explored the data descriptively and collected findings in words and percentage. Qualitative research aims to develop the phenomenon in depth, not generalize it to the population (Creswell, 2012). This qualitative data collection allows researcher to collect detailed information. Therefore, the reason for choosing this research design was to gain an understanding of how to apply the communicative language teaching method in teaching speaking at MAN 2 Brebes.

#### **B. Research Setting of Time and Place**

This study was carried out at MAN 2 Brebes which is located on Jl. General Sudirman Km. 01 Laren, Bumiayu District, Brebes Regency. The researcher chose this school because this school has several advantages that other schools do not have, especially in the field of sports. The weakness, the school has never won a competition, especially those related to English speaking competitions. This is what motivates teachers to create a new learning atmosphere in learning English.

This research has been done from 4<sup>th</sup> May 2023 – 20<sup>th</sup> May 2023

*Table 1. Form of observation activities*

NO	ACTIVITIES	TIME	PLACE
1.	Implementing Classroom Interaction	4 <sup>th</sup> May 2023	MAN 2 Brebes
2.	Implementing Conversation	9 <sup>th</sup> May 2023	MAN 2 Brebes
3.	Implementing Role Playing with story telling	16 <sup>th</sup> May 2023	MAN 2 Brebes
4.	Implementing Group presentation	18 <sup>th</sup> May 2023	MAN 2 Brebes
5.	Interviewing the students	19 <sup>th</sup> May 2023	MAN 2 Brebes
6.	Interviewing the teacher	19 <sup>th</sup> May 2023	MAN 2 Brebes

### **C. Subject and Object of the Research**

The subjects in this study were an English teacher and students of class X IPA 1 consisting of 27 students. The object of this research is the Communicative Language Teaching (CLT) method, more specifically the use of the communicative language teaching method in Teaching Speaking.

### **D. Data Collection Technique**

#### **1. Observation**

This study used non-participant observation, in which the researcher is not directly involved in class activities. Observers who do not participate in interactions observe but do not participate in core activities (Bryman, 2012). In accordance with Bryman's opinion, as a non-participant, the researcher only observed and recorded some of the data included during the learning process. At this stage, researcher focused on observing how the teacher uses the CLT method in learning and how students respond when the teacher used the CLT method during learning. As for the instruments used in data collection, such as

using field notes, observation sheets, and checklists to record all important things in the study.

The researcher observed the class four times. Observations in class X IPA 1 were carried out on Thursday 4<sup>th</sup> May 2023, Tuesday 9<sup>th</sup> May 2023, Tuesday 16<sup>th</sup> May 2023 and Thursday 18<sup>th</sup> May 2023. The process of teaching speaking through Communicative Language Teaching was observed, as well as all the problems raised by students during the learning process. The researcher made field notes about all teaching and learning processes. Furthermore, an observation checklist has been prepared before the observation is used to facilitate data analysis from observation.

## **2. Interview**

Semi-structured interviews were used in this study as secondary data. In semi-structured interviews, the interviewer has the opportunity to investigate the interviewee in depth (Cresswell, 2009). The researcher collected data through semi-structured interviews so that informants could express their thoughts on how teacher apply the CLT method and how students respond to it. Interviews were conducted with an English teacher to obtain data on the use of the CLT method in teaching Speaking. Interviews were conducted with teachers on Friday, 19<sup>th</sup> May 2023 which were carried out to find out information on the use of the CLT method, implementation procedures, patterns of media use, how to involve students in class, benefits and obstacles in implementing this method.

The researcher also conducted interviews with class X MIPA 1 students to match the data obtained from teacher interviews. The researcher has selected 8 students to be interviewed. The eight students were selected based on the results of observations and questionnaires. Four students were taken from students who looked the most active, two students were taken from students who looked less active during learning activities. Then four more students were taken from the

acquisition of the questionnaire results. Two students who tend to answer negatively and two other students who answer positively on the questionnaire that has been distributed. The purpose of the researcher to choose this criterion is to get responses from students regarding the implementation of the CLT method in teaching speaking. This interview with X IPA 1 students was conducted on May 19, 2023.

### **3. Documentation**

This technique was used to obtain complete and valid data, the researcher collects it by documenting learning materials, lesson plans, and photos of learning activities. These documents were used to support the primary data.

### **4. Questionnaire**

In conducting this research, the researcher involved a questionnaire as a research instrument. This questionnaire was created with the aim of filling in quantitative data about student responses and satisfaction with the use of the Communicative Language Teaching (CLT) method applied by the teacher. It was designed on a 4-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) in 20 questions about each student's response and satisfaction. The questionnaire was made based on the modified theory of perception from Khan et al. (2021).

## **E. Data Analysis Technique**

### **1. Analysis of Qualitative Data**

In this study, the framework developed by Miles and Hubberman for the analysis of qualitative data consists of three parallel flows of activity: data reduction, data display, and conclusion.

#### **a. Data Reduction**

Data reduction is the process of choosing, concentrating on simplification, abstracting from, and altering rough data that results from field notes written on paper. At this stage, the raw data obtained from observations and interviews being filtered. The

researcher chooses which data is most relevant to use to support the research because not all of the data found is important, so sorting is necessary to enable data categorization. In this case, the researcher has reduced information that is not important from the findings of observations and interviews which then the data obtained would be categorized according to needs.

b. Data Display

Miles and Hubberman's argue that display data is data that presents organized information that allows conclusions to be drawn. After the data is reduced and deleted, then enter the data display. At this stage of the process, the researcher designs qualitative metric row and column data, and determines the type and form of data to be included in the metric box. For example, data is presented with narratives, charts, flowcharts, and diagrams with the aim that data can be organized so that it is easier to read and can reach the right conclusions.

c. Conclusion

Miles and Hubberman's define drawing conclusions is the process of identifying what something means, recognizing themes, regularities patterns, and explanation; it entails producing a draft of conclusions based on the entire data set. Drawing conclusions is the final stage after the completion of the three stages. All importance data from the study must be included in the conclusion. In addition, the language used to express findings must be clear and uncomplicated.

## 2. Analysis of Quantitative Data

In this study, descriptive statistics were used for quantitative data analysis in Microsoft excel 2016. Responses and student satisfaction scores were calculated by record the items under each scale and then summing the scores. After summing the score of each student's answer, the researcher then calculated the average of the student's answers.

The steps for analyzing student response data are as follows (Syofian, 2015: 3-4):

- a. Make a score for each answer choice using the Likert scale as follows (Windiyati, 2012: 203):

Score table:

*Table 2. Category of student answer*

Category of student answers	Scores for items	
	Positive	Negative
STS	1	4
TS	2	3
S	3	2
SS	4	1

Information:

STS = Totally disagree

TS = Disagree

S = Agree

SS = Strongly agree

- b. Calculating the frequency of respondents choosing SS, S, TS, and STS on each positive and negative statement item. From that frequency calculate the average of the number of answers per student with the formula:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{x}$  = The calculated average is sought

$\sum X$  = Total score

$N$  = Total number of respondents.

- c. Interpret the percentage of student response scores for each question item using the following categories:

Maximum student response score:

$n \times 4$ , with  $n$  is the total number of respondents.



*Table 3. Category of Student Response Score*

<b>Student Response Score</b>	<b>Category</b>
71 – 80	Very strong
61 – 70	Strong
51 – 60	Fairly
41 – 50	Weak
0 – 40	Very weak

- d. Suggestions/opinions given by students on each statement were analyzed descriptively.

Data combined using simultaneous integration: quantitative analysis; qualitative analysis; identification of similar and dissimilar results; shared view table development; comparison of tables and themes; and confirmation, disconfirmation, or expansion of results (Creswell & Plano Clark, 2018). The researcher combined data from observations, interviews, documentation, and questionnaires. From these four sources the researcher made a summary of the data by combining the data obtained from the four interrelated data collection techniques and then connecting them with the theory.

**CHAPTER IV**  
**THE USE OF COMMUNICATIVE LANGUAGE TEACHING METHOD**  
**IN TEACHING SPEAKING FOR THE TENTH GRADE STUDENTS OF**  
**MAN 2 BREBES IN THE ACADEMIC YEAR OF 2022/2023**

**A. Motivating factors in implementing the CLT method in teaching speaking at MAN 2 Brebes**

Based on the initial observations that the researchers made on Friday, November 4, 2022, this observation was used by the researchers to find out the situation in the English class and approach students. On this occasion, the researcher also conducted interviews with the teacher of class X MAN 2 Brebes about what factors motivated him to apply the CLT method to his English class. He said the main reason for implementing the CLT method was because his school had never won a competition related to English. This is in accordance with what he said during the interview during the preliminary observation. He said that:

"In the past, there were many students at this school who were not interested in learning English, and if I pay attention to the past, this school has never won an English competition, be it a speech competition, a story-telling competition, or an inter-school debate competition. In my opinion, it seems that something needs to be changed in the learning process, both in terms of the design of the methods used, the media used, and activities that can improve students' English, especially in speaking. aspect.

This is also supported by the behavior of students who seem not to be interested in taking English classes. Students are often lazy when learning; some are busy with their friends, some are not confident when appointed to the front of the class, and some do not respond to questions from the teacher. The class X teacher suspected this was happening because they had never experienced a different way of learning English before. Therefore, the teacher tries to apply the CLT method with the aim of improving students' speaking skills.

The use of the CLT method aims to attract students' interest and encourage them to be more enthusiastic and active in English class. The results of the preliminary research show that when the teacher applies the CLT method, students appear to be more active and interact more with the teacher. This can be seen from their activities in the classroom, where they often ask questions of the teacher, discuss with friends, and often answer questions from the teacher. This situation is closely related to what was found by Ho (2020), which implies that Communicative Language Teaching (CLT) facilitates students' English learning, increases their self-confidence, and increases their communicative competence in English.

Increasing students' self-confidence is also not easy. Therefore, the teacher thinks of making changes to the way students teach, and this is in accordance with what the researchers observed in their initial observations. As a result, the teacher creates a fun and non-stressful learning atmosphere. The teacher often invites students to discuss and train their minds by asking them to take turns reading a text. In addition, the teacher also invites students to practice dialogue in class with their peers. This is done with the aim that students are not passive and can increase their confidence to speak English.

In communicative competence, what a person needs in communication is not grammatical competence. The most important thing is when someone engages in meaningful communication and what he says can be understood. To build students' communicative competence, teachers must engage students in activities that encourage meaningful language use in communication because the grammar system does not actually represent how language is used in speaking and communicating (Kapurani, 2016). In conclusion, please give more opportunities for students to speak, even though many of them have imperfect accents. In accordance with what was said by Sabiq (2020), which states that it is related to communicative competence that the teacher must provide more opportunities for students to speak, even though they are not fluent, not

accurate, and only rely on accents. This research is related to my research, which says that one way to reduce students' anxiety when speaking is by asking them to speak English.

## **B. The Implementation of Communicative Language Teaching (CLT) Method in Teaching Speaking at MAN 2 Brebes**

Teaching speaking at MAN 2 Brebes is carried out using the Communicative Language Teaching (CLT) method. Teaching speaking with this method takes quite a long time, and usually the teacher needs more than one meeting to complete one material. This is supported by the results of interviews conducted with teachers at the school. The teacher says that

"I often run out of time when teaching because the time allocation at this school is only 40 minutes per hour. So what I can do is divide the material into two meetings."

The steps implemented by the teacher are as follows:

### **1. Preparation**

Preparation here is about things that need to be prepared by the teacher before carrying out the learning process using the CLT method. During the observations from May 4 to May 20, 2023, the researchers observed a lot about the preparations made by the teacher when they were about to start learning. The aspects observed were teacher readiness in making lesson plans, teacher readiness in preparing learning methods, choosing the right media, preparing strategies that were suitable for implementation, and preparing student evaluation materials. The details are as follows:

#### **a. Lesson plan**

Before entering class, the teacher always prepares lesson plans in advance with the aim that learning can be achieved optimally.

#### **b. Material: The subject matter prepared by the teacher is taken from textbooks, LKS, or the internet as additional material.**

c. Strategy

In conveying material, the teacher often uses the CLT method, and for his strategy, he uses various variations in teaching. This aims to create an interactive classroom atmosphere so that students do not feel bored while learning. The strategies applied are classroom interaction, conversation, role play, and presentation. This strategy was chosen by adjusting the material presented.

d. Evaluation

For evaluation, the teacher gives assignments to students using worksheets or even taking them from the teacher's handbook.

The preparation observed was also in accordance with what had been conveyed by the teacher during the interview; he said that

"In every lesson, of course I prepare the lesson plan first before starting to teach. I think this design will make it easier for me to teach, especially in adjusting methods, media, and learning activities according to the material to be taught. And for the material itself, I usually take it from textbooks and worksheets, and sometimes I look for references on the internet.

Based on the statement above, the preparation made by the teacher is quite good. The teacher is able to prepare all the elements needed for the learning process. As stated by Bararah (2017), which states that planning is really needed before the implementation of the learning process is carried out, this is intended so that the learning process is structured and directed according to the learning objectives to be achieved in an educational unit. With the preparations made, the teacher is expected to be able to create learning that is interactive, fun, and can achieve learning objectives optimally.

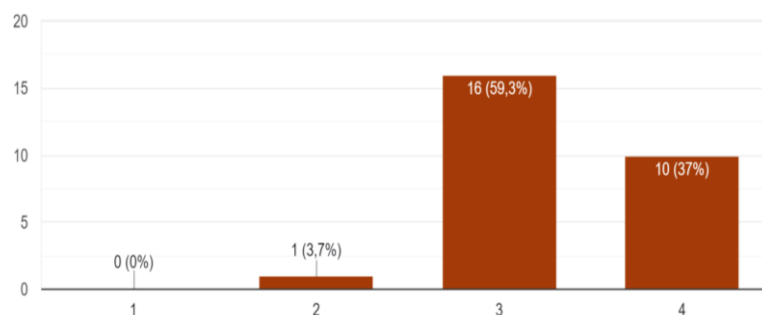
## 2. Learning Activities

The implementation of the CLT method in the learning process uses several variations of activities. These variations can be in the form of activities that increase interaction with students, such as presentations, conversations, or even role-playing activities. The

application of these variations also adjusts the material taught by the teacher. as said by the teacher in the interview that was conducted by the researcher. The teacher said that:

“Applying the communicative method can be done in many ways. Based on what I have learned, there are many variations of learning. I often interact with students and also sometimes apply activities in pairs to practice dialogue”.

Based on observations made on Thursday, May 4, 2023, in class X, MIPA 1, the teacher used the CLT method by implementing the "Classroom Interaction" strategy. Classroom interaction is done so that students do not feel awkward or even afraid to speak in class. In this activity, the teacher explains the material about "Recount text". The teacher explains the definition, social function, text structure, and linguistic elements of the recount text. Students copy what the teacher has written on the blackboard. In delivering the material, the teacher invites students to interact a lot. This is supported by the results of the student questionnaire, which are as follows:



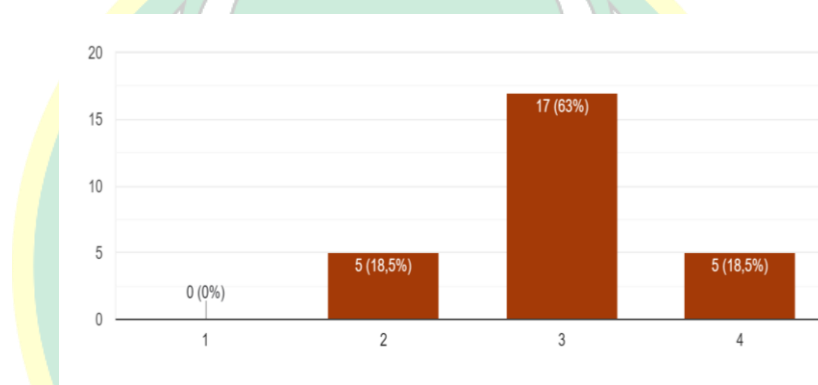
*Figure 1. Teachers often interact with students in English.*

From the diagram above, it can be seen that of the 16 students, around 59.3% agreed that the teacher often interacts with students using English. Then 10 students, or about 37%, strongly agreed that the teacher often interacts with students using English. While there was only 1 student (around 3.7%) who answered disagree, no students answered strongly disagree. Thus, it can be seen that most of the



students agree that the teacher often interacts with students using English.

In addition to interacting, teachers also often ask questions related to the material presented in English. Questions given to students can be in the form of questions related to learning or questions that are commonly used in everyday life. These questions are used to train students' listening activities so that it is hoped that they can speak using sentences that they often hear. The form of student involvement in the application of this method is active in answering questions from the teacher. This is also supported by a questionnaire related to student responses below:



*Figure 2. Learning English using this method makes me active in answering questions.*

Based on the diagram above, there were 17 students, or around 63%, who agreed that learning English using this method made them active in answering questions. Then 5, or around 18.5% of students, strongly agreed that learning English using this method made them active in answering questions. While 5 students, or around 18.5% of students, answered that they did not agree if learning English using this method made students active in answering questions, and of the 27 students, none of them strongly disagreed. Thus, students agree that learning English using this method makes them active in answering questions.

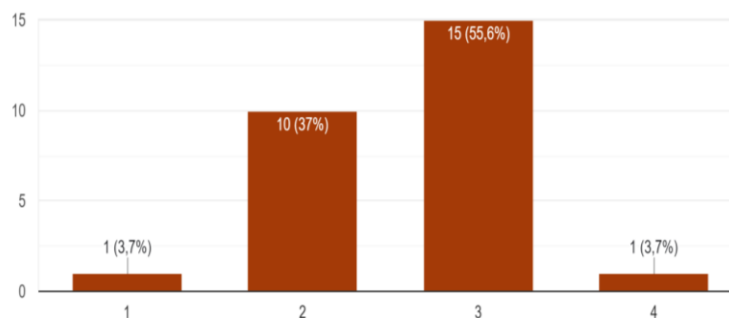
Regarding student involvement, if there are students who give incorrect answers using English, the teacher immediately guides them to find the correct answer. The student response to learning was quite good. They can follow the lesson well, always follow the instructions from the teacher, and are able to answer the teacher's questions by speaking English as much as they can.

In the second observation, which was conducted on Tuesday, May 9, 2023, the teacher used the CLT method by implementing conversation activities in their core activities. In the main activity, the teacher reviews the material from the last meeting regarding "recount text," with the aim that students do not forget the material. Here, the teacher is more focused on discussing the linguistic elements of the text. Explain the characteristics of recount text, especially in the use of its language features. The application of the CLT method is also slightly different because here the teacher gives instructions to students to carry out conversations or discussions related to Recount text material. Students are directed in pairs to make a dialogue related to telling experiences. This activity in pairs, of course, was explained by the English teacher in the interview session, who stated that,

"Apart from increasing interaction with students, in applying the CLT method, I sometimes apply it in pairs to practice a dialogue."

The dialogue is practiced directly by students. The teacher gives students 30 minutes to discuss in dialogue. This discussion was carried out with each other's peers. This discussion activity is expected to be a medium of communication to increase the cooperation and creativity of students. During this discussion process, the teacher always monitors and guides his students. The teacher also invites students if there are students who want to ask questions, and the teacher will be happy to answer questions from students. After 30 minutes, the teacher appoints several students to practice the dialogue.

The form of student involvement in learning at this time is very dominant. Students carry out direct discussions with their peers and then practice the results of their dialogues in front of the class. According to student responses to the questionnaire below:



*Figure 3. My friends and I often have discussions together in English*

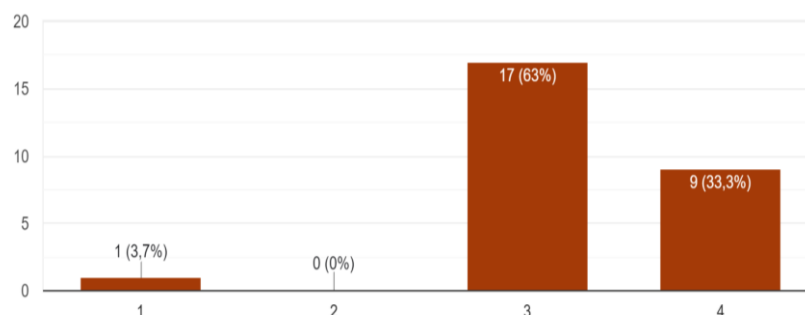
Based on the diagram above, there were 15 students, or around 55.6%, who agreed with the statement that students often hold discussions with each other using English. Then there were 10 students, or about 37%, who disagreed with the statement that students often conduct discussions with each other using English. While 1 or about 3.7 students strongly disagreed and 1 (3.7%) strongly agreed, Thus, students agree with the statement that students often conduct discussions with each other using English.

This discussion activity is also very helpful for students to increase their confidence, especially in speaking English. The response of the students was very good because they seemed to really enjoy learning this time. They actively asked questions related to the material and were active in asking for vocabulary that they did not understand.

On Tuesday, May 16, 2023, the researchers made their third observation. In this observation, the difference that stands out is the application of CLT with variations of Role Play in the form of storytelling. On this occasion, the teacher invited students to play a

role in front of the class. Role-playing is intended to increase the activity of students' speaking skills, especially in the use of English. In the core activities, the teacher conveys "Narrative Text" material, both related to definitions, generic structures, and language features. In providing material, the teacher also always involves students by interacting with them. This was done by asking questions related to the material and its relationship to everyday life. After students record the material, the teacher creates the students' imaginations by telling the legend of Bumiayu. After that, the teacher gives a scenario that she has prepared, which is also included in the dialogue. Students are asked to group according to the number of characters that will be played in the scenarios that are distributed. The teacher gives time for students to study and understand the scenario given.

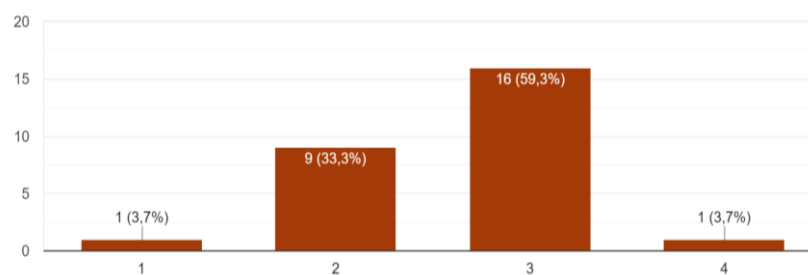
After being given a scenario, students are asked to practice first, and then the teacher appoints one student from another group to be an observer. The advanced group prepared the stage to be used, and one of the groups advanced to practice the scenario. After finishing, the teacher also gave a little evaluation of the lesson. The response of students to learning this time was very good. They looked excited because they were given the task of playing a role. This good response is supported by the results of the questionnaire that the researchers obtained, which are as follows:



*Figure 4. Teachers often invite students to play roles in front of the class, such as reading a text or other role-playing activities*

From the diagram above, it can be seen that there were 17 students, or about 63%, who agreed with the statement that the teacher often invites students to play roles in front of the class, such as reading a text or other role-playing activities. Then there were nine, or about 33.3%, of the students who strongly agreed that the teacher often invites students to play roles in front of the class, such as reading a text or other role-playing activities. While there was 1 or about 3.7% of students who answered strongly disagree and none answered disagree. Thus, it can be seen that most students agree if the teacher often invites students to play roles in front of the class, such as reading a text or other role-playing activities.

In the observations made on Thursday, May 18, 2023, in class X, MIPA 1, the teacher used the CLT method by implementing presentations in their core activities. In this observation, learning is still related to "narrative text" material. This time, the teacher only focused on recalling the material presented at the previous meeting. The activity given is a presentation in front of the class. The teacher uses a paper flyer containing a narrative text as the medium. Then students are asked to discuss the narrative text with their peers and then state what meaning or wisdom can be drawn from the shared story. To strengthen the observational data, the researcher used a questionnaire distributed to students to ascertain whether the teacher often made presentations or not. The results of student responses are:



*Figure 5. Teachers often guide students to make presentations in front of the class*

From the diagram above, it can be seen that around 59.3% of students agreed that the teacher often guides students to make presentations in front of the class. Then there were nine, or about 33.3%, of students who disagreed with the statement that teachers often guide students to make presentations in front of the class. while there were 1 student, or about 3.7%, who strongly agreed, and 1 student, or about 3.7%, who strongly disagreed. Thus, it can be seen that students agree with the statement that teachers often guide students to make presentations in front of the class.

In this activity, the students' response to learning was quite good because they were able to follow the lesson and were able to present the results of their discussions with each group.

Based on the results of the observations above, there are differences between the results of the interviews and the reality that occurred when the researchers made their observations. In interviews, the teacher stated that he used quite a variety of media, such as media in the classroom and speakers. Damayanti & Ma'rufah (2022) stated that the use of media can be effective for teaching, demonstrating subject content, and motivating students to learn. But in fact, while the researcher made observations four times, the teacher did not use the media in the classroom. Teachers only use makeshift media; sometimes they don't even use the media at all. and during the discussion process for presentations on the last day of research, the teacher did not interact much or even communicate with students. On the last day of the study, the teacher only told students to make independent presentations and let them discuss with their group mates. Even if we look again at the results of the interviews, the teacher revealed that in every lesson he always had a lot of interaction with students.

In previous interviews, the teacher said that he really liked the students' responses when using the CLT method of learning. They became very excited to follow the lessons. According to one of the students he



taught "Learning English with Pak Asikin is very fun and not boring", In fact, many of them often confide in him. But this did not make him bored; according to him, this was a good way to easily understand the character of each of his students. He took advantage of this situation to approach students so they could be comfortable learning and, of course, remain enthusiastic. This good student response is supported by the results of the researcher's observations. In each observation, the researcher observes the teacher implementing different activities in each meeting. starting with classroom interaction, conversation, role play, and storytelling. These activities involve many students, both in pairs and in groups. This is in accordance with what was found by Mangaleswaran and Aziz (2019), who stated that "Practice of working in pairs or group work has several benefits in students' efforts to master speaking skills".

Based on the results of the analysis, the teacher's steps in applying the CLT method are:

1. Telling plans and goals to students
2. Explain the context or situation before starting some language activities.
3. Provide bullet points or language.
4. Conduct discussions with students.
5. Ignoring mistakes in students' pronunciation
6. Use the mother tongue (native) as needed.

From the results of this analysis, researchers can judge that teachers can apply the CLT method well because they can apply various activities in each meeting. These activities can be in the form of discussions, presentations, or other activities that can enhance the development of each student. This is in line with Abe's statement (2013), which states that activities that are useful in applying the CLT method are individual development activities, group activities, discussions, and presentations. The application of the CLT method is also considered quite good because it is quite in accordance with the characteristics of CLT stated by Richard

(2006). During learning, the teacher is able to apply opinion-sharing activities, information transfer activities, and role-playing. However, there are slight differences regarding the steps for implementing CLT. The most prominent difference lies in the first characteristic, which is related to task completion activities. Richard (2006) states that task completion activities can be in the form of puzzles, games, reading maps, and other types of class assignments. But in reality, the teacher does not use puzzles or games to complete task activities.

These results are in accordance with the journal Jabri & Samad (2021), which says that the way teachers implement CLT is by using the principles of the CLT methodology proposed by Richards (2006:13). Besides that, Jabri and Samad (2021) also found two other ways. First, teachers always try to use creative methods and activities when applying CLT principles. Second, the teacher shows sympathy and sensitivity and understands the needs and problems of his students. Similar to the results of research conducted by researchers, researchers can find principles of applying CLT in the learning process carried out by teachers, except for principles related to assignment activities. Meanwhile, the difference between the findings of the researcher and previous studies is related to the application of the role-play technique. In previous studies, this role-play technique was only applied to the basic principles of role-play. But here, researchers have just found that the application of this technique can take advantage of "storytelling" activities. This storytelling role-play technique is a way of mastering learning materials through the development of imagination and appreciation carried out by students by acting as living figures or inanimate objects. Those are the different findings that the researchers found at MAN 2 Brebes.

### C. Students' Responses

Based on interviews conducted by researchers, students have many responses to their English teacher's talk. Both from the way the teacher communicates with students or even the difficulties students experience while the teacher is implementing the CLT method.

#### 1. The teacher's way to communicate with students by using the CLT method in teaching speaking

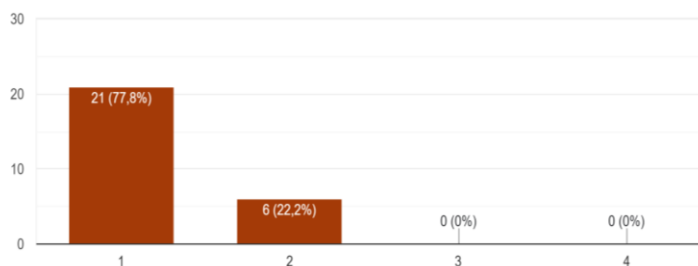
Communication with students is an effective way to improve their speaking skills. (Calcagni & Lago, 2018; Martell, 2017; Vanlommel, Van Gasse, Vanhoof, & Petegem, 2018) suggests that teachers do not need some new methods; they need teaching approaches that can embrace work and effective techniques to create student abilities in communication. Communication is the way most teachers approach the classroom. As said by one of the students in class X MIPA 1,

"Teachers often use English when communicating with students; teachers often also explain using English but usually translate directly into Indonesian."

Based on the results of the researcher observations, the communication method applied by the teacher is indeed very liked by students. The researcher concluded this because, during the observation process, students looked very active and always responded well to whatever was conveyed by the teacher. From the results of interviews conducted by researchers, nine students also answered that this communicative method had a positive effect on them. Many of the students think that they feel happy when learning English with an English teacher. As said by Zulfa, who is the class leader in class X MIPA 1,

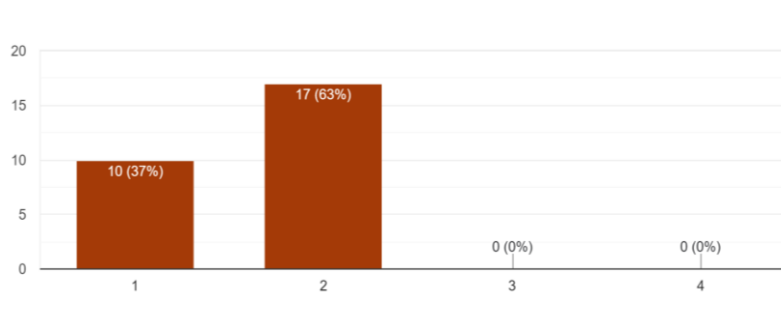
"Studying with my English teacher was fun; many of my friends also liked the way his father taught because he was cool, relaxed, often joked around, and never got angry with students."

According to the results of the questionnaire, these statements are very relevant. The results of the questionnaire are:



*Figure 6. Learning using the method applied by the teacher makes me feel pressured.*

Based on the diagram above, there are 21 students, or around 77.8%, who strongly disagree that learning using the method applied by the teacher makes students feel pressured. Then six, or about 22.2%, of the students answered that they did not agree if learning using the method applied by the teacher made students feel pressured. While none of the students answered agree or strongly agree, Thus, students strongly disagree if learning using the method applied by the teacher makes them feel pressured. In addition to that statement, there are results of a questionnaire that explain that most students never feel bored with the method applied by the English teacher. Their responses were:



*Figure 7. In my opinion, the method used by the teacher is very boring.*

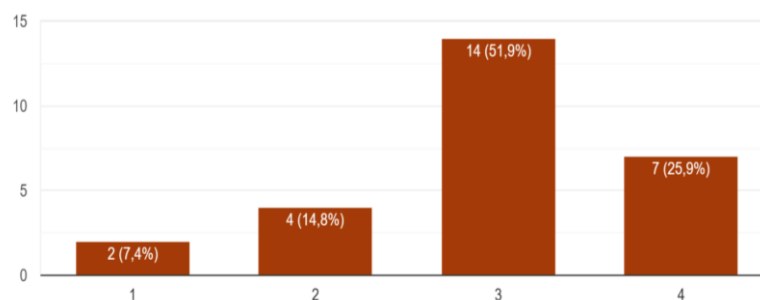
From the diagram above, it can be seen that 17 students, or around 63%, answered that they did not agree that the method used by the teacher bored them. Then about 37% of the 10 students answered that they strongly disagreed if the method used by the teacher bored them. While those who answered agree and strongly agree did not exist, Thus, it can be seen that most students disagree if the method used by the teacher is very tedious or boring.

## **2. Student responses of the media in applying the CLT method in teaching speaking**

Gagne and Briggs (1975) in Arsyad (2017: 4) argue that learning media include tools that are physically used to convey the contents of teaching materials, which consist of books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photographs, graphics, television, and computers. Learning media can help teachers facilitate teaching and learning activities so that the learning process is easier, clarify learning material with a variety of concrete examples through the media, facilitate interaction, and provide practice opportunities for students. Based on the results of questions and answers with students about the use of media, many of the students said that teachers rarely use media other than books and cellphones to translate vocabulary. As Abdurahman said during the interview session,

"The learning media that English teacher uses are usually books, sometimes using a ruler to spell words, and sometimes also using a cellphone to translate vocabulary that students don't understand yet."

The answers above are, of course, supported by the overall student response from obtaining the questionnaire, namely:



*Figure 8. Teachers often use interesting learning media when learning takes place.*

Based on the diagram above, it can be seen that there are 14 students, or around 51.9%, who agree with the statement that teachers often use interesting learning media when learning takes place. Then there were 7 students, or about 25.9%, who strongly agreed that teachers often use interesting learning media when learning takes place. While there were 4 or about 14.8% of students who disagreed and those who strongly disagreed, there were 2 or around 7.4% of students. Thus, it can be seen that most students agree with the statement that teachers often use interesting learning media when learning takes place.

However, there is a slight difference from the results of the researchers' observations: during the four observations, the teacher did not use varied media. During learning, the teacher only uses books and cellphones as a media. Teachers rarely use other media, such as picture cards, videos, computers, or other creative media. The researcher suspects that the use of interesting media mentioned in the questionnaire by the students was used during learning at a different time from the time the researchers made observations at MAN 2 Brebes.

### **3. The activeness of students' speaking when the teacher uses the CLT method in teaching speaking**

The level of student activity during learning can be seen from the student's side. In other words, students' active learning is seen by



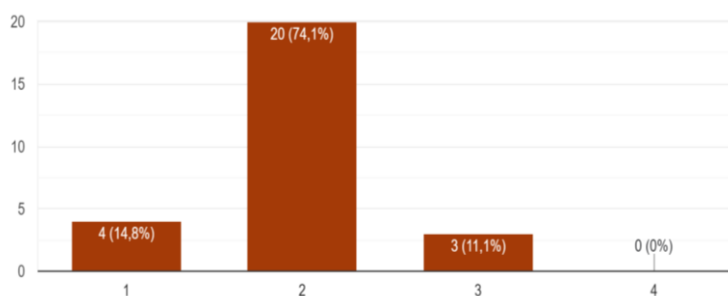
students. This is also known as the ability to use thoughts, feelings, and desires. Surkanti & Santoso (2007) state that quality learning is the active involvement of students in learning. The involvement in question is listening activity, commitment to the task, encouraging participation, respecting opinions, accepting responsibility, asking teachers or friends questions, and responding to questions.

Based on observations, the learning process in class X, MIPA 1, went well because many of the students were very active in participating in English lessons. Students have the courage to ask the teacher and other students questions and want to do the assignments given by the teacher. Besides being active in asking questions, they are also active in answering the questions given. When the teacher delivers the material, they don't hesitate to ask the teacher to explain back in more detail what they are learning. There are also students who are very enthusiastic about giving their opinions both to the teacher and to their fellow students. It's just that, despite the activeness of these students, there are still some who still use Indonesian, although some of them also use English. The results of this observation are supported by the results of interviews that researchers conducted with several students. Students said:

"Indeed, there are many students who are active in this class, but they often use Indonesian for speaking English, at least when we are told to read English text only." (Student 1)

"Students in this class are actually active students, but they still rarely speak English. I myself also often ask the teacher, but sometimes I still often use Indonesian because I lack confidence when using English and I'm afraid to say the wrong thing." (Student 2)

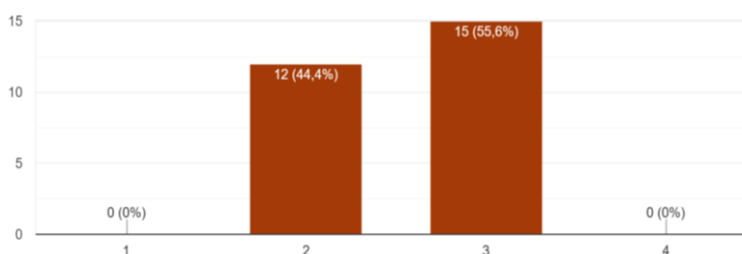
The results of these observations and interviews relate to the results of the questionnaires distributed to students, namely:



*Figure 9. The method used by the teacher made me less active in asking questions in class*

Based on the diagram above, it can be seen that there were 20 students, or around 74.1%, who disagreed with the statement that the method used by the teacher made students less active in asking questions in class. Then there were four, or about 14.8%, of students who strongly disagreed with the statement that the method used by the teacher made students less active in asking questions in class. while there were 3 or about 11.1% of students who answered agree and no students who answered strongly agreed. Thus, it can be seen that students disagree with the statement that the method used by the teacher makes students less active in asking questions in class.

In addition, there is one questionnaire that can strengthen the results of observations and interviews. The questionnaire is:



*Figure 10. I often ask and answer questions from the teacher in English.*

Based on the diagram above, there are 15 students, or around 55.6%, who agree with the statement that students often ask and answer questions from the teacher using English. Then 12 students, or about 44.4%, disagreed with the statement that students often ask and answer questions from the teacher using English. While none of them answered strongly agree or strongly disagree. Thus, it can be seen that most students agree that they often ask and answer questions from the teacher in English. Based on the data analysis above, the researcher can conclude that the activeness of students in class is only dominated by some students. This can be seen from the acquisition of data based on observations, interviews, and questionnaires. Students who actively speak English only partially, and some are active, but there are still many who use Indonesian.

To draw conclusions from student responses, researchers used calculations from the results of the questionnaire. The value is taken from the average answer per student. The analysis steps are:

- a. Make a score for each answer choice using the Likert scale as follows (Windiyati, 2012: 203):

Score table:

*Table 2. Category of Student answer*

Category of student answers	Scores for items	
	Positive	Negative
STS	1	4
TS	2	3
S	3	2
SS	4	1

Information:

STS = Totally disagree

TS = Disagree

S = Agree

SS = Strongly agree

The questionnaire created by the researcher consisted of 20 questions, and a total of 27 students answered the questions. To find out the maximum score obtained by students, the researcher calculated it using the formula  $n \times 4$ , where  $n$  is the number of questions made by the researcher. So the maximum value can be calculated as follows:

$$\begin{aligned}\text{Maximum score} &= n \times 4 \\ &= 20 \times 4 \\ &= 80\end{aligned}$$

From this maximum value, the researcher makes a category to conclude whether the student's response is positive or even negative. Here are the categories:

*Table 3. Category of Student Response Score*

<b>Student Response Score</b>	<b>Category</b>
71 – 80	Very strong
61 – 70	Strong
51 – 60	Fairly
41 – 50	Weak
0 – 40	Very weak

The average of the student's answers is:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{1473}{27}$$

$$\bar{x} = 54.55$$

As explained above, the average number of student answers is 54.55. When viewed from the above categories, the student responses are included in the fair category. Fairly means that the students' responses are neither positive nor negative. The results of the researcher's analysis are slightly different from the research conducted

by Komol and Suwanphathama (2020) entitled "Students' Perceptions and Attitudes Toward the Use of Communicative Language Teaching (CLT) to Improve English Listening and Speaking Skills". The results show that students found CLT class activities useful as a complement to in-class instruction. Students agree that this method can increase their confidence in speaking English.

#### **4. Students' Challenges of Using the CLT Method in Teaching Speaking**

Based on the results of their observations, researchers did not see too many difficulties experienced by students when learning English. During the observation process four times, there were some students who looked still confused when asked to explain again or even confused to understand the instructions given by the teacher because the teacher used a lot of English in speaking. There were some students who did not seem to know the meaning of the words conveyed by the teacher. as said by Dinda, who said that:

"I find it difficult when I am told to speak English because I don't really understand English either."

Apart from that, the thing that stands out the most and is felt to be the biggest obstacle experienced by teachers and students is limited study time. considering their 1-hour lesson is only 40 minutes. This was also stated directly by the teacher during the interview; the teacher said that:

"Of course there are obstacles; I often run out of time when teaching. It's so fun to explain that sometimes it doesn't feel like the time is up. Indeed, basically, the time allocation at this school is only 40 minutes per hour because, when compared to other schools, we lose minutes because at other schools the hourly is 45 minutes.

This can be seen from the way students are in a hurry to carry out the tasks given by the teacher. Students' lack of confidence in speaking is also one of the things that many students feel. Not a few of

them said that they often lack confidence when they want to speak English in class. They feel embarrassed and afraid of being laughed at if they make a mistake. Based on the results of interviews with students, some of them also mentioned that the challenges experienced in applying this method were due to difficulties in learning grammar. Grammar itself is one aspect that needs to be considered when speaking English to avoid misunderstandings. As Farrell said:

"For myself, the most difficult thing I experienced was learning grammar. If the grammar is wrong, I'm afraid that the people we talk to won't understand what we're saying either."

This statement is in line with the statement of Arrasul and Pole (2021), which conclude that the function of grammar is to arrange the correct meaning based on the context so that it can be used to avoid misunderstandings in each communicator. Indeed, basically, grammar is one of the important aspects, which of course becomes an assessment in the aspect of speaking. In addition to grammar, the challenges experienced by both teachers and students were a lack of mastery of vocabulary, difficulties in pronunciation, and difficulties in translating. Some of the students said that they found it difficult to learn English because they did not master the vocabulary and it was difficult to pronounce. Therefore, teachers often apply an activity that asks students to read an English text. The purpose of this activity is to increase student involvement in the class so that students participate actively in learning English. As the teacher said:

"The way I activate students to be actively involved in class is by increasing communication with students. Apart from communication, I also often instruct students individually to read an English text."



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study revealed that the class X MAN 2 Brebes teacher used the communicative language teaching (CLT) method in his speaking class. The teacher uses this method to promote a more active learning environment and improve students' speaking skills. The researcher can conclude that in practice, the teacher apply the CLT method according to the steps in Richard's theory (2006). Although there is a slight difference in the first characteristic, which is related to task completion activities, because the teacher does not use games or puzzles in implementing it, it is replaced by the whole teacher being able to apply the method quite well. In preparation for learning, the teacher always prepares things needed in the learning process, such as lesson plans, teaching materials, strategies, and evaluations.

In the main activities, the teacher applies many variations of activities to their learning. These variations include classroom interaction, conversations, role-playing, and presentations. These varied activities have been discussed in several previous studies. and the difference between this study and others is that researchers found role-play activities with storytelling techniques. In applying the CLT method, both the teacher and students have encountered many challenges. These challenges include:

1. Limited time: this challenge makes it difficult for the teacher to manage time for learning. Teachers often run out of time when teaching, and this results in not enough subject matter being delivered in one meeting.
2. Lack of vocabulary: many students do not master a lot of vocabulary. This can be seen when the teacher explains a lot of material in English; there are some students who look confused about how to understand it.

3. Students' lack of confidence in speaking: many of the students are not confident because they are embarrassed and afraid of being wrong when pronouncing English words.
4. Crowded class: this method is widely applied through interaction with students. This makes the learning situation crowded and noisy.

Regarding student responses to the learning methods used by the teacher, the results were quite good; the average number of student answers was 54.55. This value can be categorized fairly. So in conclusion, the student response to the implementation of the CLT method is quite good.

### **B. Study Limitations**

This research is limited to discussing the application of the communicative language teaching (CLT) learning method to learning to read. This study does not contribute to the discussion of student achievement. So that it cannot be explored further regarding the use of the communicative language teaching (CLT) method. For further research, it is better to use mixed methods to get broader and deeper results.

### **C. Suggestion**

Based on the results of the research conclusions above, researcher can make the following suggestions:

1. For teachers
  - a. To improve student learning outcomes, teachers should use other, more varied methods. Teachers should also always guide students' speaking activities by providing motivation and habituation to often speak in English. Teachers also have to provide the best solutions when students face problems. In addition, teachers also need to increase study time, carry out tutoring by grouping students according to their level of ability, and carry out enrichment after evaluations are held.
  - b. Teachers should optimize more and have a lot of learning media so that learning activities are not monotonous and students can easily

grasp the material presented. The purpose of using various media is to improve student learning outcomes. Knowing all of this will be a benchmark for every teacher to always improve teaching methods using various learning media.

- c. All factors that affect student learning outcomes must be found in learning methods that are appropriate to educational activities, particularly those including studying English. All teachers must know how much influence these factors have on improving student learning outcomes.

2. For students

Students must be able to understand that speaking is important. So that students can improve their speaking skills by doing activities that emphasize more aspects of speaking. This activity is expected to be a habituation activity that students can do in their daily lives. The students also have to change their mindset that English is difficult, and that will make them more motivated to learn English, especially speaking skills.

3. For other researchers

This research is still far from perfect, so other researchers should prepare well before and during the research. Other researchers can also conduct research on problem analysis in other skills at MAN 2 Brebes, so that all students' problems in English lessons can be analyzed and solved.

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